

Revised 4-5-06
2005-2006 No Child Left
Behind - Blue Ribbon Schools Program

U.S. Department of Education

Cover Sheet Type of School: (Check all that apply) ☐ Elementary ☐ Middle ☒ High ☐ K-12 ☐ Charter

Name of Principal Mr. Lee Lampert

(Specify: Ms., Miss, Mrs., Dr., Mr., Other) (As it should appear in the official records)

Official School Name Divide County High School

(As it should appear in the official records)

School Mailing Address 206 ST PO Box G

(If address is P.O. Box, also include street address)

Crosby ND 58730-0662

City State Zip Code+4 (9 digits total)

County Divide State School Code Number* 12

Telephone (701) - 965-6392 Fax (701) 965-6962

Website/URL: www.divide-co.k12.nd.us E-mail lee.lampert@sendit.nodak.edu

I have reviewed the information in this application, including the eligibility requirements on page 2, and certify that to the best of my knowledge all information is accurate.

(Principal's Signature) Date 2/09/2006

Name of Superintendent* Mr. Don Nielsen

(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name Divide County School Dist. 1 Tel. (701) 965-6313

I have reviewed the information in this application, including the eligibility requirements on page 2, and certify that to the best of my knowledge it is accurate.

(Superintendent's Signature) Date 2/09/2006

Name of School Board President/Chairperson Mr. Arden Eide

(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

I have reviewed the information in this package, including the eligibility requirements on page 2, and certify that to the best of my knowledge it is accurate.

Date 02/09/2006 (School Board President's/Chairperson's Signature)

PART I - ELIGIBILITY CERTIFICATION

[Include this page in the school's application as page 2.]

The signatures on the first page of this application certify that each of the statements below concerning the school's eligibility and compliance with U.S. Department of Education, Office for Civil Rights (OCR) requirements is true and correct.

1. The school has some configuration that includes grades K-12. (Schools with one principal, even K-12 schools, must apply as an entire school.)
2. The school has not been in school improvement status or been identified by the state as "persistently dangerous" within the last two years. To meet final eligibility, the school must meet the state's adequate yearly progress requirement in the 2005-2006 school year.
3. If the school includes grades 7 or higher, it has foreign language as a part of its core curriculum.
4. The school has been in existence for five full years, that is, from at least September 2000 and has not received the 2003, 2004, or 2005 *No Child Left Behind – Blue Ribbon Schools Award*.
5. The nominated school or district is not refusing the OCR access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.
6. The OCR has not issued a violation letter of findings to the school district concluding that the nominated school or the district as a whole has violated one or more of the civil rights statutes. A violation letter of findings will not be considered outstanding if the OCR has accepted a corrective action plan from the district to remedy the violation.
7. The U.S. Department of Justice does not have a pending suit alleging that the nominated school, or the school district as a whole, has violated one or more of the civil rights statutes or the Constitution's equal protection clause.
8. There are no findings of violations of the Individuals with Disabilities Education Act in a U.S. Department of Education monitoring report that apply to the school or school district in question; or if there are such findings, the state or district has corrected, or agreed to correct, the findings.

PART II - DEMOGRAPHIC DATA

All data are the most recent year available.

DISTRICT (Questions 1-2 not applicable to private schools)

1. Number of schools in the district:

___1_ Elementary schools

___ Middle schools

___ Junior high schools

___1_ High schools

___ Other

___2_ TOTAL
2. District Per Pupil Expenditure: 7720.31
- Average State Per Pupil Expenditure: 7024

SCHOOL (To be completed by all schools)

3. Category that best describes the area where the school is located:

☐ Urban or large central city
☐ Suburban school with characteristics typical of an urban area
☐ Suburban
☐ Small city or town in a rural area
☒ Rural
4. 1_____ Number of years the principal has been in her/his position at this school.

 2_____ If fewer than three years, how long was the previous principal at this school?
 (Prior to this the principal was here for 22 years)
5. Number of students as of October 1 enrolled at each grade level or its equivalent in applying school only:

Grade	# of Males	# of Females	Grade Total	Grade	# of Males	# of Females	Grade Total
PreK				7	12	12	24
K				8	12	12	24
1				9	17	13	30
2				10	21	11	32
3				11	9	14	23
4				12	19	8	27
5				Other			
6							
TOTAL STUDENTS IN THE APPLYING SCHOOL →							160

[Throughout the document, round numbers to avoid decimals.]

6. Racial/ethnic composition of the students in the school:
- | | |
|--|----------------------------------|
| | 99 % White |
| | 1 % Black or African American |
| | % Hispanic or Latino |
| | % Asian/Pacific Islander |
| | % American Indian/Alaskan Native |
| | 100% Total |

Use only the five standard categories in reporting the racial/ethnic composition of the school.

7. Student turnover, or mobility rate, during the past year: 7 %

[This rate should be calculated using the grid below. The answer to (6) is the mobility rate.]

(1)	Number of students who transferred <i>to</i> the school after October 1 until the end of the year.	4
(2)	Number of students who transferred <i>from</i> the school after October 1 until the end of the year.	3
(3)	Total of all transferred students [sum of rows (1) and (2)]	7
(4)	Total number of students in the school as of October 1	112
(5)	Total transferred students in row (3) divided by total students in row (4)	1
(6)	Amount in row (5) multiplied by 100	7

8. Limited English Proficient students in the school: 0 %
 0 Total Number Limited English

Proficient

Number of languages represented: _____

Specify languages:

9. Students eligible for free/reduced-priced meals: 45 %

Total number students who qualify: 40

If this method does not produce an accurate estimate of the percentage of students from low-income families or the school does not participate in the federally-supported lunch program, specify a more accurate estimate, tell why the school chose it, and explain how you arrived at this estimate.

10. Students receiving special education services: .071 %

8 Total Number of Students Served

Indicate below the number of students with disabilities according to conditions designated in the Individuals with Disabilities Education Act. Do not add additional categories.

<u> </u> Autism	<u> </u> Orthopedic Impairment
<u> </u> Deafness	<u> </u> Other Health Impaired
<u> </u> Deaf-Blindness	<u>4</u> Specific Learning Disability
<u>2</u> Emotional Disturbance	<u>1</u> Speech or Language Impairment
<u> </u> Hearing Impairment	<u> </u> Traumatic Brain Injury
<u>1</u> Mental Retardation	<u> </u> Visual Impairment Including Blindness
<u> </u> Multiple Disabilities	

11. Indicate number of full-time and part-time staff members in each of the categories below:

Number of Staff

	<u>Full-time</u>	<u>Part-Time</u>
Administrator(s)	<u>1</u>	<u> </u>
Classroom teachers	<u>10</u>	<u>2.28</u>
Special resource teachers/specialists	<u> </u>	<u>2</u>
Paraprofessionals	<u> </u>	<u>1.76</u>
Support staff	<u>3</u>	<u>2.88</u>
Total number	<u>14</u>	<u>8.12</u>

12. Average school student-“classroom teacher” ratio, that is, the number of students in the school divided by the FTE of classroom teachers:

16:1

13. Show the attendance patterns of teachers and students as a percentage. The student dropout rate is defined by the state. The student drop-off rate is the difference between the number of entering students and the number of exiting students from the same cohort. (From the same cohort, subtract the number of exiting students from the number of entering students; divide that number by the number of entering students; multiply by 100 to get the percentage drop-off rate.) Briefly explain in 100 words or fewer any major discrepancy between the dropout rate and the drop-off rate. Only middle and high schools need to supply dropout rates and only high schools need to supply drop-off rates.

	2004-2005	2003-2004	2002-2003	2001-2002	2000-2001
Daily student attendance	98%	97%	96%	%	%
Daily teacher attendance	97%	96%	96%	%	%
Teacher turnover rate	0%	0%	0%	%	%
Student dropout rate (middle/high)	0%	0%	0%	%	%
Student drop-off rate (high school)	1%	0%	0%	%	%

14. (**High Schools Only**) Show what the students who graduated in Spring 2004 are doing as of September 2004.

Graduating class size	__38__
Enrolled in a 4-year college or university	__66__ %
Enrolled in a community college	__13__ %
Enrolled in vocational training	__0__ %
Found employment	__13__ %
Military service	__0__ %
Other (travel, staying home, etc.)	__0__ %
Unknown	__8__ %
Total	100 %

Part III Summary

Divide County High School was built in 1972 and is located in northwestern North Dakota. We are the only high school in the county which is bordered by Montana and Canada. Crosby a town of approximately 900 people and has been called the biggest little town on the prairie. The students at Divide County High School come mainly from agricultural related fields and because of the vastness of our District, students may ride many miles on a bus to get to school. The mission of Divide County High School is to "Provide all students with the opportunity to learn and become responsible, productive citizens". Here at Divide County we feel that students are offered a well balanced curriculum taught by an exceptional staff, which allows them to follow our mission. All high school students must take six classes per day and are required to have 21 credits for graduation. Electives include an extensive technology/business department, Vocational Courses, and upper level math and sciences. Students also have the option of taking courses via ITV which includes Spanish 1-2 and Art Appreciation/Fundamentals. Our music program is very successful in both band and choir.

Like all small towns the school is the main hub of the community. Not only is the school the largest employer in town it also serves as meeting place for many organizations. Annual meetings of the local co-operatives are always held in the schools newly renovated auditorium. DCHS works closely with the community in many capacities ranging from plays, work bees and local building projects.

Students at DCHS can never say they have nothing to do, with all the extra and intra school activities that are available. Our sports programs over the years have won state championships in Girls and Boys Basketball and Football. FBLA, FCCLA and FFA have all done exceptional in state and national competition, as has our drama and Academic Olympic teams. The success of DCHS students does not stop at graduation, we are very proud of how successful our former students have become. Many have chosen to stay and raise their own families, and give their children an opportunity to attend DCHS. If it sounds like I am bragging its true, because I am a DCHS graduate, taught here for 27 years and now I'm the Principal.

Part IV Indicators of Academic Success

1. Assessment Results:

Student performance results serve as baseline data to track overall student performance. These results also serve as baseline data for identifying schools for program improvement as defined within the Federal No Child Left Behind Act. In the State Assessment, students demonstrate their knowledge of expected math and reading/language arts content. Students' overall achievement is reported in terms of what a student should be able to perform at a specific grade, as established and determined by North Dakota teachers. North Dakota reports student performance within four categories: novice, partially proficient, proficient and advanced. The goal at Divide County High School is to raise all students to the proficient and advanced categories. Committees of North Dakota teachers defined all State content and achievement using the following benchmarks. To be considered proficient in Math an eighth grade student would need to score in the top 50 and an 11th grade student would need to be in the top 43%. Reading levels were 71% and 57% respectively. Divide County High School on the last assessment for school year 04-05 had a composite score of 92 for reading (88 for economically disadvantaged) and a 88 in math with an 84 for economically disadvantaged. All scores and assessments can be found at www.dpi.state.nd.us/testing. Originally 12th grade students were required to take the CTB test. It was found that all scores both locally and state were low. It was felt that 12th grade students did not take the test seriously. Once testing was done for 11th grade students a dramatic increase was shown. At Divide County High School our scores increased 20-30%, without any disparities in subgroups.

2. Using Assessment Results:

Once the annual scores have been disseminated to all participating schools in North Dakota, these reports identify the performance of each school, district and State. It is the responsibility of each school to analyze the results and relate the information back to the classroom. By using the states Primary Indicators, which is based on student achievement and participation, the local school system can see how the scores of your students compare to state scores. Once the reports are in the Superintendent, Principal and the Policy and Curriculum Committee of the Divide County School Board meet to go over the results. Test scores have indicated that student learning is increasing and all measures should continue to enforce these increases. Secondary indicators would include attendance and graduation rates. Divide County High School scores have had a steady increase which promotes the idea that our students are performing well on the state assessments. Divide County High School also has a very high attendance rate and a graduation rate in the high 90's to 100%.

3. Communicating Assessment Results:

School districts are responsible for the distribution of performance reports to all schools within the district and all students and their parents within each school. At Divide County High School, we use a variety of methods to insure that all performance information is distributed properly. Once the test results are back the Guidance Counselor visits with each student individually to inform the student of his/her results. The first step used to inform the parents is at our fall Parent/Teacher conference. Every attending parent is given the results of their child and the results of the school. The Principal and Counselor are on hand to explain these scores to the parents. Also the Principal is designated to present all material to the local school board at which time the press obtains all documentation for an article in the local newspaper. All people involved are encouraged to visit the school office at any time to visit about how their school and student are doing academically.

4. Sharing Success

Divide County High School has invited neighboring school districts to send students to our high school for opportunities not available in their district. In recent years, two districts have sent students to take advantage of this offer. Those students were able to select any of our course offerings while in attendance. The majority of the courses taken by outside students were in the vocational areas.

Divide County School district has participated with several other districts in a Curriculum Development Project. Many of our teachers served on committees in all curricular areas and were able to share what we do in our school. Our superintendent was coordinator for the Northwest Education Consortium.

Not only have we shared in academic areas, but in extracurricular activities as well. Many out-of-district students have participated in athletics, Future Business Leaders of America and Future Farmers of America. The out-of-district students have experienced some wonderful opportunities not available to them otherwise.

Our Principal and Superintendent attend regional and state meetings on a regular basis and have the opportunity to share with their peers the successes we have had. Our School Board President is President of the North Dakota School Board's Association and also has the opportunities to share our successes with other districts.

The past two years the High School Principal has served as a chair person for school visitation teams in school improvement programs including NCA. This has given him the opportunity to share with schools our successes and how they were attained.

Currently one of our neighboring districts is dissolving due to low enrollment. We have invited the patrons, students and school board to visit with us in order to help them decide which school district they will join. We did this a few years ago for another district. This was an excellent avenue for providing to those people exactly what our district has to offer them.

PART V—CURRICULUM AND INSTRUCTION

1. Curriculum:

As earlier stated Divide County High School students are required to complete 21 units to graduate. Of the 21 units 14 are required which consists of: 4 Units of Language Arts, 3 Units of Social Studies, 3 Units of Mathematics, 2 Units of Science, 2 Units of Health and Physical Education and 1 Unit of Technology. Students can choose from any combination of elective units equaling at least 7 credits. All areas of the curriculum are Standards based. As enrollment declined, which is similar in many rural schools, we are very pleased to offer the broad range of curriculum choices. Students can choose courses that reflect their interests, career choices, or academic ability. Listing the courses by department, we offer two Art classes via ITV. These classes give students the basic concepts of Art and the practice in utilization of materials. Agricultural Education offers seven different courses as well as FFA and work study. Our Agricultural department covers all aspects of the Agricultural industry including Agri-business, Agri-Science and Horticulture. Besides the classroom instruction, students have the opportunity to use metal fabrication, carpentry, meat processing or go to our 60'X 100' greenhouse. Business/Technology Education is one of our largest departments. With two full time instructors, DCHS offers a wide range of opportunities which includes: North Dakota IT Essentials, Visual Basic Programming, Accounting 1-2-3 (automated) Web Design, Desktop Publishing,

Spreadsheets, Database, Word Processing, Business Communication, Business Law and Power Point Presentations. The Business Ed instructors are also the advisors for our Future Business Leaders of America. FBLA has a very strong program with many state and national award winners.

Divide County also offers a Foreign Language through ITV. Spanish 1 and 2 are both offered. Spanish 1 is offered in our “early bird” time slot which is a period in the morning before school actually starts. This gives students the opportunity to take a foreign language and still keep their regular schedule intact.

Family and Consumer Science is one area where our electives are limited. Our longtime instructor retired but came back part time to teach Independent Living, Health and FCS 1 and 2. The courses prepare students for the responsibilities in becoming self-sufficient young adults. Language Arts-English/Literature is a curriculum area where students need 4 full credits for graduation. English/Literature 1-2-and 3 is required but students may option for Speech or Journalism for their forth credit.

Mathematics is a required course area where students must have 2 credits to graduate but they are strongly encouraged to take three if not four units. Courses include Algebra 1-2, Geometry, Advanced Math (Pre-calculus), Applied Math, and Pre Algebra. Given the test scores of our students in Math we feel DCHS has a tremendous math department.

Science is a curriculum area where we offer a complete package. Students are required to take

Physical Science and Biology but may elect to take Advanced Biology, Chemistry or Physics to enhance there college portfolio.

Three units of Social Studies are required which consist of US History, World History and Government/Economics. North Dakota studies are also an elective. Band, Choir and Physical Education are also included in our elective package. Lifetime sports and strength and conditioning are popular Phy-Ed classes.

2b. English

Our school provides a broad-based general college preparatory curriculum in the language arts for grades 6-12. The required courses offered are English 7 and 8th, English 9-10-11, and either English 12 or speech/journalism. All English courses include instruction in reading, grammar, composition and literature, with public speaking opportunities. Speech and journalism focus on public speaking, new writing, yearbook preparation, and broadcast journalism.

One of our efforts to improve the reading skills of those who read below grade level consists of a Reading Workshop for all grades except 11. Students are encouraged to read books of their selection, at a comfortable grade level. Those who dislike reading fiction for fun are encouraged to read nonfiction books about topics of interest to them such as hunting, fishing, automotive, and sports heroes. We encourage family involvement in this reading activity. Time is provided each Friday for reading in class, and students are expected to continue reading a required number of pages each grading period. Various rewards and incentives, in addition to grades, are offered to motivate these students. For example, at the end of the year, pins, plaques, and trophies are awarded to students who achieve a certain level of accomplishment.

In addition, we provide audio and video supplementary materials to aid students who may have learning disabilities or motivational factors which prevent them from reading at grade level. We

also participate in occasional reading activities with other groups, such as elementary students or the elderly at a local nursing home, to instill in our students the importance of developing good reading skills.

3. Mathematics

In our mathematics program at Divide County High School, we strive to give an algebraic background to as many students as possible. Our junior high curriculum is a mixture of review of prior math computations, calculator technique drill and working with students to develop math logic and a problem solving sense. Students throughout the curriculum are encouraged to read their math lessons and try to make sense of the concepts. Having student's journal these ideas in their own words is the best test of their comprehension. We provide extra help outside of class time during our prep periods, after school, study hall and some students have the opportunity to receive additional tutoring from a math resource aid. Pre-Algebra students learn the basics of Algebra with a toned down curriculum which provides more review of math computation skills and a heavy emphasis on reading problems and sorting out of the information. Algebra I is to provide students with math vocabulary foundation and skill techniques that are required to continue with advanced Algebra as a college preparation class. Our Geometry class is offered after Algebra I and gives students a hand on approach of learning the connections and properties between various geometric shapes and helps strengthen their deductive reasoning skills using proofs and logic. Our school offers an Applied Math course as an alternative or as an extra for students who have difficulty with the abstractness in Algebra II. Advanced Math follows Algebra II for students with an interest and aptitude for math and for any student who wishes a stronger background before heading to college. This course entails review of linear quadratic, polynomial logarithmic and exponential functions and provides new teaching of the trig functions, their identities and equations. Students also work with statistical concepts, polar graphs and vectors. In all our courses we strive to provide students with problems that require thought and connection to the skill that have been taught. We encourage students to share their methods of solution and we try to connect between the graphical and algebraic methods of solutions. Graphing calculators are required for all students enrolled in Advanced Algebra and Advanced Math classes

4. Instructional Methods:

Teachers at Divide County High School use a variety of Instructional Methods to present curriculum material. Core classroom teachers rely on **Lecture with Discussion**. This is where factual material is presented to the students in a direct, logical manner. Teachers will then involve the students through question and answer where students can clarify and discuss concepts of importance from the lecture. Instructors use a variety of techniques during their lecture, such as smart boards, power point and overheads projected on dry erase whiteboards. Some instructors depending on the objective of the lesson will use

Cooperative Learning as a form of getting students involved and working in small groups. This will foster responsibility within the groups and gives the students more ownership in the task. Vocational and Technology instructors have to incorporate

Hands On Technique which for a visual learner will help them excel at their lesson objective. Students have the opportunity to explore their creativity while working with wood, iron, or plants in the greenhouse. Foreign language and art students receive their instruction over **Interactive Television**. Many small rural schools can not find or afford full time instruction, so sharing instructors is an excellent alternative.

5. Professional Development:

Our Professional Development Program is tied in closely to our school improvement process. The program is developed through a process involving surveys of students, staff, parents, community,

patrons and the School improvement committee.

Target areas for improvement are identified through the study of surveys. As these target areas are identified, we look for ways to achieve success in meeting goals established.

One of our areas to address was “writing across the curriculum.” A two day in-service was provided to all of our teachers. The in-service focused on strategies to improve student writing. Teachers in all subject areas collect writing samples throughout the year. Each sample addressed different aspects of writing. Progress is measured through the course of the year.

Our district strongly encourages teachers to take courses in their academic area. The district pays educational grants in the amount of \$500 for each 4 semester hours of credit earned. The teachers are also able to move across on the salary schedule. Many of our teachers have earned their Masters Degree through this program.

Teachers and administrators attend workshops related to technology. Much is done in this area at staff meetings and after school sessions. All of our teachers have taken TWT (Teaching with Technology) courses. Our business teachers have been especially active in the tech area as is evidenced by our particularly strong FBLA Program which has led the state in past years and has done very well on the national level.

Our staff is also encouraged to attend conferences and workshops in their academic area. Staff attending various conferences is the rule rather than the exception. Math and science, reading, technology, Title I, health and administrative conferences are attended on a regular basis.

Committees are in place for target areas in our school improvement. These committees not only develop strategies to meet goals but evaluate progress as well. The committees consult on a regular basis with teachers to get input on student progress. Test scores are also used such as ACT, SAT, and CTB to measure progress. If student achievement is not adequate, new strategies are developed.

PART VII – ASSESSMENT RESULTS

SAMPLE FORMAT FOR STATE CRITERION-REFERENCED TESTS

[Sample Data Display Table for Reading (language arts or English) and Mathematics]

Subject__Math_____ Grade__7_____
 Test__CTB_____

Edition/Publication Year__1997_____

Publisher__McGrawHill_____

This was the first year North Dakota tested seventh grade.

	2004-2005	2003-2004	2002-2003	2001-2002	2000-2001
Testing month	Oct				
SCHOOL SCORES*					
% At or Above Meets State Standards*	73				
% At Exceeds State Standards*	69				
Number of students tested	22				
Percent of total students tested	0				
Number of students alternatively assessed	0				
Percent of students alternatively assessed	0				
SUBGROUP SCORES					
1. _____ (specify subgroup)					
% At or Above Meets State Standards					
% At Exceeds State Standards					
Number of students tested					
2. _____ (specify subgroup)					
% At or Above Meets State Standards					
% At Exceeds State Standards					
Number of students tested					

SAMPLE FORMAT FOR STATE CRITERION-REFERENCED TESTS

[Sample Data Display Table for Reading (language arts or English) and Mathematics]

Subject__Reading_____ Grade__7____
 Test__CTB_____

Edition/Publication Year__1997_____

Publisher__McGrawHill_____

This was the first year North Dakota tested seventh grade.

	2004-2005	2003-2004	2002-2003	2001-2002	2000-2001
Testing month	Oct				
SCHOOL SCORES*					
% At or Above Meets State Standards*	77				
% At Exceeds State Standards*	64				
Number of students tested	22				
Percent of total students tested	0				
Number of students alternatively assessed	0				
Percent of students alternatively assessed	0				
SUBGROUP SCORES					
1. _____ (specify subgroup)					
% At or Above Meets State Standards					
% At Exceeds State Standards					
Number of students tested					
2. _____ (specify subgroup)					
% At or Above Meets State Standards					
% At Exceeds State Standards					
Number of students tested					

SAMPLE FORMAT FOR STATE CRITERION-REFERENCED TESTS

[Sample Data Display Table for Reading (language arts or English) and Mathematics]

Subject__Reading_____ Grade__8____
 Test__CTB_____

Edition/Publication Year__1997_____
 Publisher__McGrawHill_____

	2004-2005	2003-2004	2002-2003	2001-2002	2000-2001
Testing month	Oct				
SCHOOL SCORES*					
% At or Above Meets State Standards*	81	80	76	90	
% At Exceeds State Standards*	57	49	62	73	
Number of students tested	27	29	21	29	
Percent of total students tested	0	0	0	0	
Number of students alternatively assessed	0	0	0	0	
Percent of students alternatively assessed	0	0	0	0	
SUBGROUP SCORES					
1. _____ (specify subgroup)					
% At or Above Meets State Standards					
% At Exceeds State Standards					
Number of students tested					
2. _____ (specify subgroup)					
% At or Above Meets State Standards					
% At Exceeds State Standards					
Number of students tested					

SAMPLE FORMAT FOR STATE CRITERION-REFERENCED TESTS

[Sample Data Display Table for Reading (language arts or English) and Mathematics]

Subject__Math_____ Grade__8____
 Test__CTB_____

Edition/Publication Year__1997_____
 Publisher__McGrawHill_____

	2004-2005	2003-2004	2002-2003	2001-2002	2000-2001
Testing month	Oct				
SCHOOL SCORES*					
% At or Above Meets State Standards*	73	68	62	76	
% At Exceeds State Standards*	69	47	43	42	
Number of students tested	22	29	21	29	
Percent of total students tested	0	0	0	0	
Number of students alternatively assessed	0	0	0	0	
Percent of students alternatively assessed	0	0	0	0	
SUBGROUP SCORES					
1. _____ (specify subgroup)					
% At or Above Meets State Standards					
% At Exceeds State Standards					
Number of students tested					
2. _____ (specify subgroup)					
% At or Above Meets State Standards					
% At Exceeds State Standards					
Number of students tested					

SAMPLE FORMAT FOR STATE CRITERION-REFERENCED TESTS

[Sample Data Display Table for Reading (language arts or English) and Mathematics]

Subject__Math_____ Grade__11_____

Test__CTB_____

Edition/Publication Year__1997_____

Publisher__McGrawHill_____

This was the first year that Juniors were tested in North Dakota.

	2004-2005	2003-2004	2002-2003	2001-2002	2000-2001
Testing month	Oct				
SCHOOL SCORES*					
% At or Above Meets State Standards*	89				
% At Exceeds State Standards*	49				
Number of students tested	27				
Percent of total students tested	0				
Number of students alternatively assessed	0				
Percent of students alternatively assessed	0				
SUBGROUP SCORES					
1. _____ (specify subgroup)					
% At or Above Meets State Standards					
% At Exceeds State Standards					
Number of students tested					
2. _____ (specify subgroup)					
% At or Above Meets State Standards					
% At Exceeds State Standards					
Number of students tested					

SAMPLE FORMAT FOR STATE CRITERION-REFERENCED TESTS

[Sample Data Display Table for Reading (language arts or English) and Mathematics]

Subject__Reading_____ Grade__11____
 Test__CTB_____

Edition/Publication Year__1997_____

Publisher__McGrawHill_____

This was the first year that Juniors were tested in North Dakota.

	2004-2005	2003-2004	2002-2003	2001-2002	2000-2001
Testing month	Oct				
SCHOOL SCORES*					
% At or Above Meets State Standards*	95				
% At Exceeds State Standards*	77				
Number of students tested	27				
Percent of total students tested	0				
Number of students alternatively assessed	0				
Percent of students alternatively assessed	0				
SUBGROUP SCORES					
1. _____ (specify subgroup)					
% At or Above Meets State Standards					
% At Exceeds State Standards					
Number of students tested					
2. _____ (specify subgroup)					
% At or Above Meets State Standards					
% At Exceeds State Standards					
Number of students tested					